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ABSTRACT

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this study considers issues of minority access and persistence in Arizona's universities. Themes abstracted from personal interviews with minority students, faculty, and staff and minority and nonminority administrators at the three universities are presented. The three themes are as follows: (1) preparation and student access (i.e., high schools are not preparing students for college, recruiters need to reach out to students, and commitment to students extends to post-graduation placement); (2) the cultural field (i.e., some people in the university lack sensitivity, the university wants minorities to participate in campus activities but students think activities are for whites, and minority is not a homogeneous category/minorities are not homogenous groups); and (3) university policy, organization, and programs (i.e., the universities are apathetic in hiring minorities, there are not enough persons to staff programs with high demand for services, and student development is a function of the entire university and not just student affairs). Though almost everyone interviewed is sincerely concerned about minority access to and persistence in Arizona's universities, there are still serious problems. The problems are not limited to the universities, and there is attrition in the entire system of public education in Arizona. Two tables are included. (SM)

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BARRIERS TO MINORITY ACCESS AND PERSISTENCE IN ARIZONA'S UNIVERSITIES: PERCEPTIONS OF STUDENTS, FACULTY, STAFF AND ADMINISTRATORS

JOHN J. WOOD

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INTRODUCTION

Alexander W. Astin, in his recent book, *Achieving Educational Excellence*, maintains that "the major purpose of any institution of higher education is to develop the talents of its faculty and students to their maximum potential.[1] This raises the question of equity in talent development, and Astin argues that "the achievement of equity, like the development of talent, is one of the fundamental purposes of American higher education." [2] The WICHE Regional Policy Committee on Minorities in Higher Education concludes in its report, *From Minority to Majority: Education and the Future of the Southwest*, that "changing the existing patterns of minority education is vital to the future of the Southwest and, indeed, of the nation as a whole. It is vital for reasons of fairness and justice [equity]. It is also vital for continued economic growth and social stability." [3] The existing patterns of minority education in Arizona (Fig. 1) show clearly that we have not achieved equity. There are major deflections of minorities from the educational stream, particularly at the transition or juncture represented by enrollments in community colleges and enrollments in universities, and in the percentage of minority graduates from universities in the state. The disparities will become even more significant socially, politically and economically as Arizona's minority population approaches 50% in the foreseeable future and if the present patterns of minority education continue.

This working paper is one of a series that considers issues of minority access and persistence in Arizona's universities. It presents themes abstracted from personal interviews with minority students, faculty, and staff, and minority and non-minority administrators at Northern Arizona University, Arizona State University, and the University of Arizona conducted on the campuses in late January, February, and early March, 1988 (Table 1).

The interview project was designed to gather information from persons within the universities who are in the best position to know about barriers to minority access and persistence. Their perceptions, evaluations of their experiences, concerns, and ideas are essential to our understanding of the problems and their

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FIGURE 1.

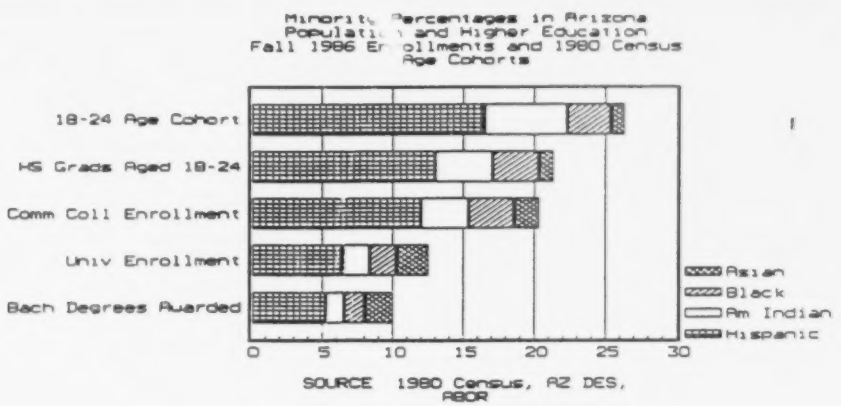

TABLE 1 - INTERVIEW MATRIX

Categories	NAU	ASU	UA	Universities Total
Non-minority				
Admin.	4	8	10	22
Total	4	8	10	22
Hispanic				
Student	1		1	
Faculty		1	2	
Staff	1	1	1	
Admin.	1	1	4	
Total	3	3	8	14
American Indian				
Student	2	2	1	
Faculty		1		
Staff	2		1	
Admin.				
Total	4	3	2	9
Black				
Student		1	1	
Faculty	1	1		
Staff		1	1	
Admin.	1	1	1	
Total	2	4	3	9
Asian				
Student				
Faculty			1	
Staff				
Admin.		1	1	
Total	0	1	2	3
TOTAL	13	19	25	57

Males = 37

Females = 20

solutions. An understanding of the universities' current efforts to recruit and graduate minorities is equally important. These two sources of information, together with an awareness of which programs, policies, and attitudes improve access and persistence will help the Task Force develop recommendations that have a good chance of having a positive impact. The universities' current efforts and our recommendations to the Task Force are the subjects of future working papers.

METHODS

Interviews with minority students, faculty, and staff were arranged at ASU by Dr. Miguel Montiel, Assistant Vice President, Academic Affairs, and at UA by Dr. Manuel Escamilla, Assistant Vice President, Student Affairs. At NAU, Dr. Anthony Ross, Dean of Students, and Tanya Gorman, Director, Developmental Semester Program, helped me organize interviews with students and staff. We attempted to arrange interviews with representatives of each minority in each personnel category, but this was not always possible. Overall, though, the sample is reasonably representative. Several of the students interviewed are student leaders; most staff members are supervisors in student affairs; and faculty

range from relatively recent hires to tenured professors.

Interviews were scheduled for 30 minutes, but they frequently lasted an hour. All were relatively unstructured. After explaining the project, I asked the students, faculty and staff one general question: "What are the barriers to minority access and persistence at your university?" Without exception, their responses were thoughtful and candid. I took extensive notes in the interviews. Later, I transcribed the notes and categorized statements and observations in my notes to develop themes.

I also met with administrators in eight principal institutional sectors (Admissions; Financial Aid; Counseling, Educational Support, Advising and Placement; Academic Affairs; Student Affairs; Graduate and Professional Schools; Affirmative Action; and Central Administration) at each of the universities to introduce and explain a narrative questionnaire concerning minority affairs in their areas of responsibility. Our discussions often ranged widely over the area of minority access and persistence, so these discussions are included in the present sample as interviews.

THEMES

Themes, in this study, are assertions that describe a recurring, unifying subject or idea, a series of common threads running through a significant number of interviews. I have identified 22 themes in my interview notes (Table 2, end of report). Some are expressed as quotations or paraphrases of interviewee statements; others are my phrasings. In the discussions that follow each theme, I have tried to represent what was said as accurately as possible with a minimum of interpretation. The themes may be grouped, more generally, into three categories: preparation and student access; the cultural field; and university policy, organization, and programs.

PREPARATION AND STUDENT ACCESS

1. High schools are not preparing students for college.

Poor preparation for college is one of the most pervasive themes in the interviews; faculty, staff, administrators, and especially students in all three universities see this as a major barrier to access and persistence. Most perceive preparation as the high schools' responsibility.

Poor preparation is partly a matter of lack of continuity between high school and university environments. Specifically, students do not have the study habits that are necessary for success in the universities, and they do not learn how to organize their time; standards are low relative to universities; library research is not emphasized in high school; and students lack skills in organizing social interaction.

Critiques of preparation also address curriculum and teaching. Learning how to write correctly and other language skills are important, as are more mathematics preparation and better science backgrounds. According to one student: there are not enough qualified teachers; the elite students do not go into teaching, and this is particularly true for minorities.

Inadequate counseling is singled out as a contributing factor, mainly by students and by some staff who work in recruiting. It is said that some high

do not bother to keep informed. Students fill out the wrong forms and do not get them in on time. Counselors help students who they think are going on to college; they do not spend time with others, even if the students indicate a desire to go on. They only contact students with the best grades for scholarships, they do not look at other criteria. Students are still tracked in high schools, and counselors often suggest the vocational track for minority students rather than encouraging them to go on to college.

Finally, one person called attention to the school-age population in the Department of Corrections. She said that "education dollars" are involved, but that school districts do not track the students. She wonders, "What happens to them?"

2. A deflection from the educational stream occurs in community colleges.

This theme describes observations and concerns of several administrators that minority students frequently do not continue in higher education after enrolling in community colleges. One person thinks that students do not continue because of immediate occupational needs and desires, and because of the difficulty in transferring to universities. Suggestions include articulation agreements between community colleges and universities, and the need to encourage students to transfer after completing their community college education.

3. Recruiters need to reach out to students.

A Hispanic student feels that traditional methods of recruiting are not working, and that the universities need a "radical" approach. He thinks and other persons interviewed agree that there should be more personal contact, follow-up and follow-through. Minority students often cannot afford long distance calls to check on their applications or to get answers to their questions, for example. "Consistency and fervor", and the "athletic model with lots of follow-up" are phrases used by a person with almost a decade of experience in minority recruitment programs to describe the kind of attitude and approach necessary for success.

Continuity in recruiting students and making them part of the campus was also emphasized by one student. He suggested that student recruiters serve as mentors when the students they recruit come on campus. Another recommendation is that minority representatives serve on admissions committees.

4. Increasing admissions requirements and reliance upon standardized tests for program entrance are barriers to access for some minorities.

Many of the comments in this category come from American Indian students, faculty and staff. Low ACT (American College Test) and PPST (Pre-Professional Skills Test) scores are access barriers, according to one staff member. There are admissions exceptions, but minority students may not take advantage of exceptions if they do not make the admissions cutoff. An education faculty member says that there are fewer minority students in the education classes he teaches today than in the past, which he attributes, in part, to admissions requirements.

Multiple admissions criteria might be the answer. Graduate colleges and professional schools and colleges at the

three universities are already considering more flexible criteria.

5. There is not enough effort expended in recruiting Blacks, American Indians, and quality out-of-state minority students.

The few statements that this theme summarizes suggest that there should be special attention given to recruiting Blacks, American Indians, and "quality out-of-state [minority] students," and that flexible admissions criteria need to be employed.

6. The commitment to students extends to post-graduation placement.

Some graduates have job-entry problems, and special pre-graduation relationships with employers and placement help were offered as solutions by several individuals. The placement office at one university is said to be concerned with "reverse discrimination" in its refusal to set up special placement services for minorities, even for employers who are specifically looking for minority applicants. At another university the need to have a place for employers to come to recruit special populations was expressed.

For targeted professions, emulating California's program of recruiting, educating, and then employing their "home-grown" minority graduates was proposed as an answer to post-graduation employment, and to increasing the size of the university affirmative action recruitment pool.

7. Students are frustrated by financial assistance procedures, and the lack of available financial aid.

In the opinion of one financial aid officer, meeting deadlines and filling out forms correctly are the most serious problems in the financial aid area, not money. Other interviewees agree wholeheartedly with the first two points, and they add federal regulations that make it difficult to supplement aid. Difficult terms, complicated procedures, and numerous, sometimes unreasonable, regulations construct a maze that is difficult to negotiate, even for those with experience in filing forms for other purposes. At one university a random sample of student records showed that "financial aid" was the most quoted barrier. Lack of financial aid and difficult financial aid procedures are often cited as reasons for leaving the university, but, according to a financial aid counselor who works closely with students, the real reasons for leaving are often different.

An American Indian staff member says that getting paperwork in early is a major problem: "We [American Indians] do things at the last minute." Another interviewee recommends financial aid set-asides and residence set-asides for late applications.

A Black student feels that there are too few scholarships for Arizona to be competitive in out-of-state recruiting. Too few in-state scholarships was mentioned as a barrier by others. Another student suggests that working on campus for about 20 hours a week would help students meet their financial needs, and help with making friends, with work skills, and in organizing time.

8. Scholarships and graduate assistantships are not competitive for recruiting minorities.

The biggest problem in attracting students to graduate and professional

schools is "financial support, both entry level and full-support," says one Graduate Dean, "the Arizona system is not competitive." Another Graduate Dean says that "The top range of fiscal Graduate Assistantships is not enough to compete for good students. This is the most pressing problem." Inadequate stipends lead to hiring students who are "place-bound" or "incompetent."

THE CULTURAL FIELD

Universities have distinctive ways of life and thought. They share common traditions and functions in society, yet each has unique characteristics. Each university is also a cultural "field," to borrow a concept from physics, a space within which lines of cultural force are active. In a university, to pursue the metaphor further, there are centripetal forces that move students toward the center, and centrifugal forces in the cultural field that move students outward, away from the center. Some of these "forces" are properties of the university cultures and some are properties of the students' home cultures. The themes in this section portray the centrifugal forces in the cultural fields of Arizona's universities, perceptions of how some of these forces might be canceled or transformed and how some of the centripetal forces might be augmented.

9. Some people in the university lack sensitivity.

Sensitivity in this context means being aware of cultural differences and similarities and acting positively. Examples of lack of sensitivity range from discrimination and prejudice to not knowing what kinds of things people relate to or identify with. Several persons mentioned different treatment by faculty and staff. Several persons also cited instances of lack of awareness such as: not knowing how American Indians ask for help; not knowing how long it takes to build a trust relationship; not recognizing symptoms of homesickness and loneliness; not recognizing how discouraging unfriendly office personnel can be; and not recognizing how important music, dance, food and language are to a sense of identity.

There is strong consensus that something needs to be done to encourage sensitivity on the campuses. Some staff workshops, student advocacy, and support groups are already in place or in the process of development.

10. "When you come on you know you're a minority on an all-white campus."

The Black student's statement quoted above was in response to a question about the image that his campus presents to students when they arrive. It encapsulates a recurring idea in some interviews: the university environments present initial images to minorities that give them the impression that they might not be welcome.

"You're on your own when you get here," is another statement that expresses the same idea. A perception of one university expressed by a student is, "It's too hard." The same person, an American Indian, said that the message she got when she arrived was, "I don't belong here." This impression of not belonging and unfriendliness is repeated in statements by other students in other ethnic groups.

"People are oblivious to the context of this university; it's in the Southwest!", one Hispanic faculty member exclaimed.

A staff person from the same university said that the campus needs something that draws students to campus; for example, art -- something Southwestern.

11. American Indians get lost on campus; they need their own space.

This theme came up in interviews with American Indians at ASU and UA. Interviewees feel that the numbers of American Indians are so small that it is impossible for them to meet each other on campus. They see a need for a center to serve this and other important functions: it would be a place for new freshmen to come when they arrive on campus, to meet faculty, and for outreach; it would be a place for peer support, studying, and tutoring; it would serve as a meeting place for students and potential employers, tribal officials, and family members; and it would give students something to relate to as Indian and "the comfort of being at home." They want a recognized, separate office or center of their own.

I asked members of other ethnic groups if they thought a center would be helpful. One Hispanic staff member thought a multicultural center located in the student union might be desirable. A Black student said his "white" friends say: "If you want to be equal, don't form groups." My impression is that Blacks and Hispanics are less interested in a special center, but that impression should be checked carefully at each university.

12. Some minority groups get more resources and attention than others.

The feeling that some minority groups get more resources and attention than others was expressed on all three campuses. The common perception is that Hispanics are emphasized. Recruitment, scholarships, programs, and staff are all mentioned in this regard. The feeling is expressed by both Blacks and American Indians, perhaps more strongly by the former. Blacks say that Hispanics and American Indians, and sometimes Asians, are emphasized; American Indians say that Hispanics and Blacks get more attention.

13. The university wants minorities to participate in campus activities, but students think activities are for whites.

A consensus view of Black, American Indian, and Hispanic students is that students need to participate in campus activities, to help them feel at home. Support groups, like the Native American Club, are a major reason for students staying in school, according to an American Indian student. But "they [the university] don't get people interested," a Hispanic student said. She also said that the reason why the schools do not offer more minority-oriented cultural activities is because "schools try to enforce the dominant culture." A staff member at another university said that there is "no imagination" shown in bringing non-white entertainment to campus. The upshot of all this is the impression, expressed succinctly by a Black student, that campus activities are for whites.

14. Minority is not a homogeneous category, and minorities are not homogeneous groups.

A number of faculty, administrators, and students are concerned that the label "minority" obscures the special needs of different "protected" groups. Regarding retention, a Black faculty member said: "It's a big issue." Native Americans and

Blacks come in a "revolving door." They are often lumped together with Hispanics. "Problems for others are not necessarily being addressed by attention to just Hispanics."

There are major cultural differences within the groups categorized as "minorities." And, within each ethnic group so categorized there are cultural differences. Stereotypes lead to misunderstandings and problems in meeting needs. The "majority think all Native Americans are alike," an American Indian student said. An American Indian staff member observed that not only are American Indians from different tribes, they also have different school experiences; for example, boarding schools and public schools. Another stereotype is that all Asians do well, so they do not have any special needs. Among all the groups there are those who want to identified as minority, and those who do not. "We have to be flexible," said one minority administrator.

15. There are important differences in students' home cultures and campus cultures.

This theme was especially prevalent in interviews with American Indians. "Personal problems at home" is a common reason for leaving school, according to an American Indian staff member. This usually means family problems, dependent children, and the needs of younger siblings. American Indians "are not very independent" she said. They feel isolated without their families and with no friends.

Sometimes they don't attend class if they don't like the teacher. "Competition is new; it's all we see and hear when we get here. We are reluctant to ask for help. We don't know what we're getting into. At home we are surrounded with other Native Americans. Here we don't know how to relate." Sometimes they wonder how to get home for ceremonies. On campus they ask questions like, "Why do we have to take Liberal Studies?"

Some have problems with roommates. One Navajo's roommate kept snakes [contact with snakes is very dangerous to Navajos]. Some American Indian girls complained that their roommates got too many calls; they did not respect their privacy. And they cannot move because residence halls require at least a full month's stay.

American Indians tend to leave in the first 10 weeks. They leave, "looking toward home." When they are getting ready to leave, they show symptoms of loneliness.

The theme of cultural differences is not limited to American Indians, however. A Hispanic student said that when he arrived on campus, the food in the dining hall was "shocking" he was used to beans and tortillas. His freshman year was lonely; he had very few friends and "Girls won't talk to you." Some of the friends he made, American Indians and "Mexicans," did not make it to the second semester.

UNIVERSITY POLICY, ORGANIZATION AND PROGRAMS

16. The universities are "apathetic" in hiring minority faculty, staff, and administrators.

"Apathetic" is a term used by a Hispanic faculty member to indicate his feeling that there is no strong commitment to hiring minorities. The feeling that minority faculty, staff, and administrators are an

important "presence" on campus that demonstrates commitment is widely shared.

Also widely shared is the conviction that minorities in positions of authority and responsibility serve as important role models for students. "Students need to see people who are like them," and "We are people concerned about our own people" are two statements that illustrate this conviction.

Interviewees were quick to point out that statements like "they're not out there" or "the pool is too thin" are common responses to requests for a stronger commitment to affirmative action. An American Indian's response was: "That's not true." A Hispanic said that the "buddy system" in hiring, which is "natural," works against affirmative action. A Hispanic from another university suggested that if the "pool is too thin," why not have the universities produce the needed professionals, starting with undergraduate students if necessary.

17. Good minority faculty and staff get overworked and "burned-out," and they are passed over for promotion and tenure.

Retaining and promoting faculty and staff are important for recruiting and retaining students. An American Indian staff member says that in her experience Indian students will keep coming to a university, generation after generation, if they know someone personally. Also, she says, students need role models and need to know that the university is open and willing to help. Minority faculty and staff who serve as role models, because there are so few, are often overworked. They have professional demands as well. If they spend time working with students, and not in getting grants and publishing, they run the risk of being denied tenure and promotion. One person describes this process in her own words as: "They are used and then they get dumped. The students lose."

Another concern is the practice of "going outside" to fill positions of responsibility. "If you want to move up, move out," is the message according to a Black staff member. "Use people here," he said, "give them training in management. Motivate them." There are internships, but the perception is that they are for "whites."

18. There are not enough persons to staff programs with high demand for services.

Several staff members, from all three universities, and one student feel that additional personnel are needed in high demand programs. Staff are spread thinly because of multiple responsibilities or high demand. For example, a staff member at one university saw 2,500 students last semester. Students have difficulty finding help, and sometimes have to wait in long lines. This is especially acute at peak periods, such as during registration.

19. There has to be university-wide commitment to recruiting and retaining minorities.

Most of the comments supporting this theme refer specifically to the universities, but the Board of Regents is included by some in a more global view of responsibilities. There are two related shades of meaning in this theme. One is a recommendation that the universities commit, as institutions to recruiting and retaining minorities; the other is that the

commitment be coordinated, and not represent a piecemeal effort.

A Hispanic staff member complained that there is no one central place to coordinate efforts and collect statistics: "No one pulls it together and oversees it." Another comment, from another university: "On the whole, I think the university pays lip service to minority students." A Hispanic faculty member believes that "If the university thinks it is important, it will somehow find a way."

20. Where programs for minorities are placed within the university should be logical in terms of reporting structures and balance of power.

This issue is primarily a concern of faculty, staff, and administrators. It was raised explicitly at one institution, but persons in all three universities touched upon the issue in different contexts. General recommendations include: the universities need to develop the capacity to solve problems; they need good people well placed in the institution; and a good sense of management and organization is important.

A fundamental organizational question that relates directly to reporting structures and balance of power is: Should the administration of programs be centralized or decentralized? Arguments advanced for centralization see advantages in coordination of effort and accountability, and the possibility of more continuity at critical intervention points. Arguments against suggest that centralization does not end up encouraging people to work together; coordination is really forced; it models segregation; and it puts programs at high risk for justification because of their higher profile. All persons concerned would agree, I think, that management and organization of minority recruitment and retention programs need to be reviewed. A review of the logic of placing programs in Student Affairs or Academic Affairs is a high priority for some persons.

21. Student development is a function of the entire university, not just Student Affairs.

The perception of some faculty is that certain functions, for example the improvement of basic skills, advising, tutoring, and work with student scholars, have no business being in Student Affairs, but they say that faculty who are interested in working with students outside of their "normal" activities are not recognized or rewarded. Student Affairs people, on the other hand, say that many aspects of student development, such as tutoring, have simply fallen to them, and that they would welcome faculty input. One Hispanic administrator puts it very well: "The faculty play an insignificant role in student development outside of the classroom."

Student Affairs personnel feel that the faculty need to reach out; to make an effort to get to know students. Advising by Student Affairs staff is often unacceptable to academic advisors, they say. And, the student is caught between two different ways of looking at student needs. "Faculty have to see minority recruitment and retention as their problem too."

The biggest problem in involving the "academic side of the university," according to a faculty member who has an interest in student development outside of the classroom, is: "Academic units are plainly not interested."

22. The basic problem is fostering human attention when the numbers are small; creating things that meet their needs.

The title for this last theme, which deals with programs and evaluation, is paraphrased from a poignant statement by a Black administrator. There were several specific proposals mentioned in the interviews for creating things that meet minorities' needs mentioned in the interviews, ranging from the need for special resources to the need for knowing what works and the need to build evaluation into every program.

Graduate education, with its attention to small numbers of students with special needs and its emphasis on a mentoring relationship was suggested as a successful model that universities could emulate for undergraduates. In fact, mentoring programs were the most common recommendation.

Other recommendations include: enhancing access to faculty; socializing people into the system; encouraging retention efforts in particular colleges; on-going monitoring of efforts; and resolving the issue of either providing "generic" functions, with little special attention paid to minorities, or providing special emphases and programs.

CONCLUSIONS

Almost everyone I talked with is sincerely concerned about minority access to, and persistence in, Arizona's universities. The Universities have programs in place now, and in the last three years there have been significant, positive changes in policy and organization that have had an impact on minority access and persistence. However, the overall conclusion from the interviews summarized here is that there are still serious problems, and that we have a long way to go if we want to change the existing patterns of minority education in the state. The problems are not limited to the universities; there is attrition in the entire system of public education in Arizona, especially at the junctures or transitions between levels.

People who are in the best position to know about the barriers to minority access and persistence in the universities have identified three major areas of concern: preparation; interactions within what I have called the "cultural field"; and university policy, organization, and programs that affect minorities. They also offered suggestions for improvement that are reflected, directly and indirectly, in the themes abstracted from their statements and observations.

TABLE 2.

TABLE 2. INTERVIEW THEMES

A. PREPARATION AND STUDENT ACCESS

1. High schools are not preparing students for college.
2. A deflection from the educational stream occurs in community colleges.
3. Recruiters need to reach out to students.
4. Increasing admissions requirements and reliance upon standardized tests for program entrance are barriers to access for some minorities.
5. There is not enough effort expended in recruiting Blacks, American Indians, and quality out-of-state minority students.
6. The commitment to students extends to post-graduation placement.
7. Students are frustrated by financial assistance procedures, and the lack of available financial aid.
8. Scholarships and graduate assistantships are not competitive for recruiting minorities.

B. THE CULTURAL FIELD

9. Some people in the university lack sensitivity.
10. "When you come on you know you're a minority on an all-white campus."
11. American Indians get lost on campus; they need their own space.
12. Some minority groups get more resources and attention than others.
13. The university wants minorities to participate in campus activities, but students think activities are for whites.
14. Minority is not a homogeneous category, and minorities are not homogeneous groups.
15. There are important differences in students' home cultures and campus cultures.

C. UNIVERSITY POLICY, ORGANIZATION, AND PROGRAMS

16. The universities are "apathetic" in hiring minority faculty, staff, and administrators.
17. Good minority faculty and staff get overworked and "burned-out," and they are passed over for promotion and tenure.
18. There are not enough persons to staff programs with high demand for services.
19. There has to be university-wide commitment to recruiting and retaining minorities.
20. Where programs for minorities are placed within the university should be logical in reporting structures and in balance of power.
21. Student development is a function of the entire university, not just Student Affairs.
22. The basic problem is fostering human attention when the numbers are small; creating things that meet their needs.

ENDNOTES

1. Alexander W. Astin. *Achieving Educational Excellence: A Critical Assessment of Priorities and Practices in Higher Education*. 1985. San Francisco: Jossey-Bass Publishers. p. 16.

2. Alexander W. Astin. 1985. p. 17.

3. Western Interstate Commission for Higher Education (WICHE) Regional Policy Committee on Minorities in Higher Education. From Minority to Majority: Education and the Future of the Southwest. 1987. Boulder, CO: WICHE. p. 1.